



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2010-2011:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2011-2012 NCLB Report Card

School: Lawrence High School

SAU: RSU 49/MSAD 49

## Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

# 2011-2012 NCLB Report Card



**School:** Lawrence High School  
**SAU:** RSU 49/MSAD 49  
**Grade:** High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	175	171	98	35	35	47	6	29	39	26	170	1	
	2010-2011	190	187	98	48	48	50	4	43	27	25	184	3	0
Female	2009-2010	80	78	98	33	33	49	5	28	36	31			
	2010-2011	104	103	99	56	56	54	5	51	24	19			
Male	2009-2010	95	93	98	37	37	46	6	30	41	23			
	2010-2011	86	84	98	37	37	46	4	33	31	32			
Caucasian/White	2009-2010	166	162	98	35	35	48	6	28	40	25			
	2010-2011	186	183	98	49	49	51	4	44	26	25			
African American/Black	2009-2010	5	5	100			28							
	2010-2011	2	2	100			23							
Hispanic	2009-2010	1	1	100			42							
	2010-2011	1	1	100			45							
Asian or Pacific Islander	2009-2010	2	2	100			41							
	2010-2011	1	1	100			51							
American Indian or Native Alaskan	2009-2010	1	1	100			27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	89	85	96	32	32	31	2	29	34	34			
	2010-2011	82	80	98	33	33	34	5	28	30	38			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	31	28	90	14	14	16	<1	14	29	57			
	2010-2011	25	24	96	17	17	17	4	13	17	67			
Limited English Proficient	2009-2010	0	0				13							
	2010-2011	0	0				9							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2011-2012 NCLB Report Card



**School:** Lawrence High School  
**SAU:** RSU 49/MSAD 49  
**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	175	171	98	31	31	45	2	29	34	35	170	1
	2010-2011	190	186	98	44	44	49	2	42	34	23	183	3
Female	2009-2010	80	78	98	28	28	43	1	27	38	33		
	2010-2011	104	102	98	41	41	47	<1	41	35	24		
Male	2009-2010	95	93	98	33	33	47	2	31	30	37		
	2010-2011	86	84	98	46	46	51	4	43	32	21		
Caucasian/White	2009-2010	166	162	98	31	31	46	2	29	36	33		
	2010-2011	186	182	98	43	43	50	2	42	34	23		
African American/Black	2009-2010	5	5	100			22						
	2010-2011	2	2	100			21						
Hispanic	2009-2010	1	1	100			40						
	2010-2011	1	1	100			36						
Asian or Pacific Islander	2009-2010	2	2	100			51						
	2010-2011	1	1	100			62						
American Indian or Native Alaskan	2009-2010	1	1	100			28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	89	85	96	20	20	28	1	19	29	51		
	2010-2011	82	80	98	33	33	31	3	30	34	34		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	31	28	90	<1	<1	14	<1	<1	18	82		
	2010-2011	25	24	96	17	17	15	<1	17	25	58		
Limited English Proficient	2009-2010	0	0				16						
	2010-2011	0	0				17						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2011-2012 NCLB Report Card



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**Grade:** High School



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Group	Science Assessment Data																										
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students															
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment														
All Students																											
	2010-2011	190	184	97	40	40	44	3	37	26	35	181	3														
Female																											
	2010-2011	104	102	98	37	37	40	2	35	28	34																
Male																											
	2010-2011	86	82	95	43	43	48	4	39	22	35																
Caucasian/White																											
	2010-2011	186	180	97	39	39	45	3	37	26	34																
African American/Black																											
	2010-2011	2	2	100			19																				
Hispanic																											
	2010-2011	1	1	100			37																				
Asian or Pacific Islander																											
	2010-2011	1	1	100			49																				
American Indian or Native Alaskan																											
	2010-2011	0	0				26																				
Economically Disadvantaged																											
	2010-2011	82	77	94	30	30	29	4	26	27	43																
Migrant																											
	2010-2011	0	0																								
Students with Disabilities																											
	2010-2011	25	24	96	13	13	14	<1	13	13	75																
Limited English Proficient																											
	2010-2011	0	0				10																				

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	42	42	49	98	98	96	38	38	47	91	91	83
Caucasian/White	98	98	96	42	42	50	98	98	96	38	38	48	91	91	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	0	0	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	100	100	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	0	0	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	100	100	67
Economically Disadvantaged	98	98	94	33	33	33	98	98	94	26	26	30	84	84	71
Students with Disabilities	*	*	91	16	16	17	*	*	91	8	8	15	87	87	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2011-2012 NCLB Report Card

## Maine Teacher Quality Data



**School:** Lawrence High School  
**SAU:** RSU 49/MSAD 49



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DEPARTMENT OF EDUCATION

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	36	3	13	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	6

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	1.41

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.